**Lesson Title:** Present to the Experts

**Name of Corresponding Unit:** Our Unique Place

**Creator:** Rachael Gustaveson and Anne Lessard

**Grade level(s):** 7

**Recommended Duration:** 80 minutes

**Essential Question:** How does place influence a person?

**Specific Learning Goals for this lesson:**

* Students will know:
* Woodstock, Vermont's characteristics in terms of the themes of geography
* There is a history of stewardship in Vermont, in particular Marsh-Billings-Rockefeller National Historic Park (MBRNHP)
* Students will understand:
* Stewardship is a personal responsibility.
* Individuals influence where they live and others that live in that place.
* Place influences people.
* Students will be able to:
* Apply the five themes of geography to the Marsh-Billing-Rockefeller National Historical Park (MBRNHP)
* Give a live presentation to the MBRNHP experts defining the park with the five themes of geography.

**Lesson Overview:**

In their respective groups, students present to the expert panel from MBRNHP. These experts use the rubric to “grade” the students and provide feedback on how to improve their presentations. The experts will choose five students to present their themes at MBRNHP at the final exhibition and celebration.

**Description & Sequence:**

1. Welcome and introduce the expert panel.
   1. Make sure the panel has copies of the adjusted rubric for scoring and commenting.
2. Student presentations begin.
   1. Allow 5-10 minutes between presentations to allow the panel time to fill out their rubrics.

**Pre-Assessment:**

N/A

**Summative Assessment:**

Expert opinion will be taken into account when grading the final products. Students will be using feedback from the panel to adjust and improve their presentations for filming in the next class.

How will you **Differentiate Instruction** for various learners?

This is presentation day, thus students should have received enough support along the way to be able to participate fully in the presentation.

**Student-centered learning:**

*Collaboration –* Students are presenting in their groups.

*Authentic Audience* – Students are presenting to an expert panel.

**Inquiry-based learning:**

Students are presenting on their own conclusions driven by their own research questions.

**Materials:**

Rubrics

Pens/Pencils

**Resources:**

Experts from the park

Vermont Standards & Grade Expectations Addressed:

**H&SS7-8:8** Students connect the past with the present by  
-Describing ways that life in the U.S and/or the world has both changed and stayed the same over time, and explaining why these changes have occurred.

**R7: 15 Generates a well-developed and grounded personal response to what is read through a variety of means and through…**  
-Comparing stories or other texts to related personal experience, prior knowledge, or other texts or ideas

**W7: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.**

**W7: 6** In response to literary or informational text, students make and support analytical judgments about text by…  
-Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question  
- Using specific details and references to text or relevant citations to support focus or judgment

**W7: 8** In reports, students organize information/concepts by…

-Obtaining information from multiple locations or sources when appropriate

**W7: 9** In reports, students effectively convey a perspective on a subject by**…**  
-Stating and maintaining a focus/controlling idea  
-Writing with a sense of audience, when appropriate

File Attachments:

Rubric for Expert Panel